

Ridgeland Middle

PO Box 250
Ridgeland, S.C. 29936

Grades 5-8 Middle School

Enrollment 657 Students

Principal Benjamib D. Gadsden 843-717-1400

Superintendent Dr. William Singleton 843-717-1100

Board Chair Mrs. Kathleen Snooks 843-726-8063

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	4	24

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

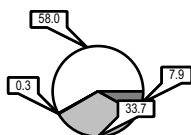
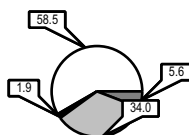
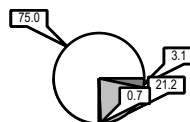
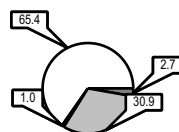
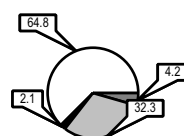
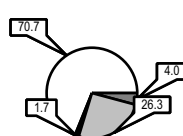
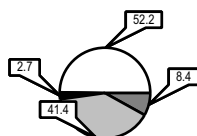
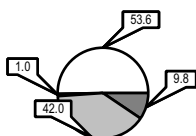
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.4	86.5
English 1	N/A	73.0
Biology 1/Applied Biology 2	N/A	48.5
Physical Science	N/A	24.8
All Subjects	94.4	76.4

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	657	98.8	57.3	33.5	7.8	1.4	14.5	No	Yes
Gender									
Male	327	98.2	61.7	31.0	5.6	1.7	10.8	N/A	N/A
Female	330	99.4	53.2	35.9	10.0	1.0	17.9	N/A	N/A
Racial/Ethnic Group									
White	84	97.6	50.0	42.6	7.4	0.0	17.6	No	Yes
African American	513	98.8	57.4	32.8	8.1	1.7	14.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	55	100.0	68.1	27.7	4.3	0.0	4.3	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	544	99.3	50.7	39.4	9.5	0.4	15.9	N/A	N/A
Disabled	113	96.5	88.3	5.8	0.0	5.8	7.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	657	98.8	57.3	33.5	7.8	1.4	14.5	N/A	N/A
English Proficiency									
Limited English Proficient	41	100.0	88.2	11.8	0.0	0.0	0.0	I/S	Yes
Non-Limited English Proficient	616	98.7	55.4	34.8	8.3	1.4	15.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	611	98.7	58.1	32.9	7.5	1.5	14.1	No	Yes
Full-pay meals	46	100.0	46.3	41.5	12.2	0.0	19.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	657	99.2	57.8	33.7	5.6	2.9	13.9	No	Yes
Gender									
Male	327	99.1	59.9	30.8	6.2	3.1	13.5	N/A	N/A
Female	330	99.4	55.8	36.5	5.0	2.7	14.3	N/A	N/A
Racial/Ethnic Group									
White	83	97.6	58.8	29.4	10.3	1.5	14.7	No	Yes
African American	514	99.4	57.8	34.1	4.7	3.4	14.0	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	55	100.0	55.3	36.2	8.5	0.0	10.6	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	544	99.6	53.0	38.4	6.4	2.3	15.3	N/A	N/A
Disabled	113	97.3	80.0	12.4	1.9	5.7	7.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	657	99.2	57.8	33.7	5.6	2.9	13.9	N/A	N/A
English Proficiency									
Limited English Proficient	41	100.0	64.7	29.4	5.9	0.0	5.9	I/S	Yes
Non-Limited English Proficient	616	99.2	57.4	34.0	5.6	3.1	14.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	611	99.3	58.7	33.2	5.3	2.9	13.3	No	Yes
Full-pay meals	46	97.8	46.3	41.5	9.8	2.4	22.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	656	99.1	74.2	21.1	3.1	1.7	4.8
Gender							
Male	327	98.5	71.9	21.5	4.2	2.4	6.6
Female	329	99.7	76.4	20.6	2.0	1.0	3.0
Racial/Ethnic Group							
White	83	97.6	60.3	33.8	5.9	0.0	5.9
African American	513	99.2	75.6	20.0	2.5	1.9	4.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	55	100.0	80.9	14.9	4.3	0.0	4.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	544	99.3	71.5	24.0	3.7	0.8	4.5
Disabled	112	98.2	86.7	7.6	0.0	5.7	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	656	99.1	74.2	21.1	3.1	1.7	4.8
English Proficiency							
Limited English Proficient	41	100.0	94.1	5.9	0.0	0.0	0.0
Non-Limited English Proficient	615	99.0	73.0	22.0	3.2	1.8	5.0
Socio-Economic Status							
Subsidized meals	610	99.2	74.8	20.4	2.9	1.8	4.7
Full-pay meals	46	97.8	65.9	29.3	4.9	0.0	4.9

Social Studies							
All Students	657	99.2	64.6	30.6	2.7	2.0	4.7
Gender							
Male	328	98.8	66.6	27.6	2.8	3.1	5.9
Female	329	99.7	62.8	33.6	2.7	1.0	3.7
Racial/Ethnic Group							
White	84	97.6	55.1	40.6	4.3	0.0	4.3
African American	513	99.4	64.8	30.1	2.5	2.5	5.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	55	100.0	78.7	21.3	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	544	99.4	61.0	34.4	3.3	1.2	4.5
Disabled	113	98.2	81.1	13.2	0.0	5.7	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	657	99.2	64.6	30.6	2.7	2.0	4.7
English Proficiency							
Limited English Proficient	41	100.0	91.2	8.8	0.0	0.0	0.0
Non-Limited English Proficient	616	99.2	63.0	32.0	2.9	2.2	5.0
Socio-Economic Status							
Subsidized meals	611	99.3	65.5	30.0	2.5	2.0	4.5
Full-pay meals	46	97.8	53.7	39.0	4.9	2.4	7.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	50.0	41.1	8.9	0.0	8.9
	6	161	100.0	70.5	23.5	6.0	0.0	6.0
	7	155	98.7	45.0	47.3	7.6	0.0	7.6
	8	138	97.8	47.4	40.4	10.5	1.8	12.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	143	99.3	55.1	34.6	8.7	1.6	10.2
	6	180	98.9	51.5	34.1	12.0	2.4	14.4
	7	164	98.8	71.8	25.4	2.1	0.7	2.8
	8	170	98.2	52.0	39.5	7.9	0.7	8.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	53.0	39.9	4.8	2.4	7.1
	6	161	100.0	54.4	35.6	7.4	2.7	10.1
	7	155	98.7	61.1	34.4	3.8	0.8	4.6
	8	138	97.8	61.4	29.8	7.9	0.9	8.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	143	99.3	59.8	30.7	4.7	4.7	9.4
	6	180	98.9	49.7	37.7	9.0	3.6	12.6
	7	164	99.4	59.9	31.7	5.6	2.8	8.5
	8	170	99.4	63.0	33.8	2.6	0.6	3.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	72.6	20.2	4.8	2.4	7.1
	6	161	100.0	77.2	18.8	4.0	0.0	4.0
	7	155	98.7	57.3	36.6	5.3	0.8	6.1
	8	138	97.8	55.3	36.0	7.0	1.8	8.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	143	99.3	76.4	17.3	3.9	2.4	6.3
	6	179	99.4	81.4	15.0	1.8	1.8	3.6
	7	164	98.2	80.9	14.2	3.5	1.4	5.0
	8	170	99.4	58.4	37.0	3.2	1.3	4.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	58.3	32.1	7.1	2.4	9.5
	6	161	100.0	65.8	27.5	6.0	0.7	6.7
	7	155	98.7	57.3	38.9	3.1	0.8	3.8
	8	138	97.8	55.3	38.6	4.4	1.8	6.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	143	99.3	71.7	24.4	1.6	2.4	3.9
	6	179	99.4	61.7	34.1	2.4	1.8	4.2
	7	164	98.8	78.2	19.0	1.4	1.4	2.8
	8	171	99.4	49.7	42.6	5.2	2.6	7.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 657)				
Students enrolled in high school credit courses (grades 7 & 8)	7.6%	Down from 8.7%	7.6%	16.7%
Retention rate	3.7%	Up from 3.1%	4.8%	2.5%
Attendance rate	96.5%	Down from 97.5%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 11.8%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.5%	2.2%	1.0%
Eligible for gifted and talented	2.8%	No change	5.0%	15.6%
On academic plans	55.5%	N/AV	51.3%	39.9%
On academic probation	55.5%	N/AV	3.4%	0.7%
With disabilities other than speech	15.4%	Up from 13.7%	14.7%	12.4%
Older than usual for grade	3.2%	Down from 4.7%	8.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.0%	2.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	55.3%	Up from 43.2%	55.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	47.5%	N/A	18.4%	9.1%
Teachers with emergency or provisional certificates	38.9%	Up from 34.4%	17.4%	5.6%
Teachers returning from previous year	77.2%	Up from 67.8%	77.2%	84.6%
Teacher attendance rate	93.7%	Down from 94.3%	94.3%	94.8%
Average teacher salary	\$38,629	Up 3.6%	\$41,412	\$42,267
Prof. development days/teacher	11.1 days	No change	12.8 days	11.9 days
School				
Principal's years at school	1.0	Up from 0.0	2.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 19.5 to 1	18.2 to 1	21.1 to 1
Prime instructional time	88.6%	Down from 88.7%	87.5%	89.0%
Dollars spent per pupil*	\$6,077	Down 4.3%	\$8,246	\$6,243
Percent of expenditures for teacher salaries*	56.3%	Down from 64.7%	54.9%	59.8%
Percent of expenditures for instruction*	65.8%		63.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	23.0%	Down from 65.6%	86.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	24.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ridgeland Middle School is situated in a rural area of Jasper County, South Carolina. The school serves 653 students in grades five through eight.

AYP data demonstrated that in terms of demographic subgroups, Latino children performed well in Mathematics but demonstrated deficiencies in English/Language Arts. Excluding our exceptional population, all other subgroups met AYP in English/Language Arts but did not meet AYP in Mathematics. RMS also failed to meet AYP standards in terms of successful percentages in the Proficient and Advanced categories.

During the beginning of 2006, we have identified and will implement the following strategies: continue the Success for All Reading Program as a schoolwide literacy reform to improve reading comprehension skills; continue the Acellus Mathematics Program to improve mathematic skills and re-enforce state and national achievement standards in mathematics through computer-assisted instruction; continue intense Staff & Professional Development activities to strengthen teacher delivery and effectiveness; improve Daily Data Maintenance to ensure accuracy in per pupil accounting and attendance; strengthen schoolwide Technology Support & Usage through stationary and mobile wireless labs; target subgroups (ex. ESOL's, Young Scholars, Special Education, Over-aged, On-the-Bubble students) for specific academic assistance through after-school, structured lab access, tutoring, field trips, Saturday Programs & Summer School Programs; research and implement an effective discipline model to reduce the loss of time on task as a result of suspension and/or expulsion from school; continue efforts to improve Parental Involvement in every phase of our school operation; and improve overall School Climate to enhance customer satisfaction and create an atmosphere more conducive to learning.

We are excited to be a part of a district on the move in a community that is also certainly moving in leaps and bounds. As we set and reach our goals of achievement and excellence, we ask for all stakeholders of the Ridgeland community to join us, celebrate with us, and help us to grow.

Benjamin D. Gadsden, Ed.S. Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	102	74
Percent satisfied with learning environment	41.9%	49.0%	43.7%
Percent satisfied with social and physical environment	52.3%	52.9%	27.1%
Percent satisfied with school-home relations	27.9%	81.7%	49.3%

*Only students at the highest middle school grade level at this school and their parents were included.